

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Research**

English is a tool to communicate in both written and oral form. Thus, English functions as a tool to communicate in order to access information instead of being a tool to foster interpersonal relationships, exchange information and enjoy the aesthetics of language in English culture.

In learning English, vocabulary has an important role. The more vocabulary acquired by the learners, the easier for them to understand the speech or writing of others in that language and the easier for them to express their thoughts in the language in both written and oral form. Conversely, the less English vocabulary the learners have, the more difficult for them to understand other people's speech or writing in English and the more difficult for them to express their thoughts in English, both written and verbally.

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words. In what follows, the focus of this introductory chapter will be on why vocabulary is important, on what makes words difficult, on the main reasons for which students often forget the words they learn and on some techniques which help them remember the vocabulary.

Talking about the importance of vocabulary, Wilkins (1972: 111) argued that “without grammar little can be conveyed, without vocabulary nothing can be conveyed.” Indeed, people need to use words in order to express themselves in any language. Most learners, too, acknowledge the

importance of vocabulary acquisition. In his experience as a teacher, He noticed the fact that students usually find it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same expressions and words and very soon their conversation is abruptly interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. Other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary, and this also a cause of the lack of vocabulary. The more words students learn, the easier they memorize them.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972: 111-112) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This point reflects his experience with different languages; even without grammar, with some useful words and expressions, He can often manage to communicate. Lewis (1993: 89) went further to argue, “lexis is the core or heart of language”. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010: 4) noted, “learners carry around dictionaries and not grammar books”. Teaching vocabulary helps students understand and communicate with others in English.

Ur (1994: 60) defines vocabulary as the words we teach in the foreign language. In addition, Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language. Richard (1986) in Schmitt (1997: 241) also states that knowing a word meaning knowing how often it occurs, the company it keeps, its

appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features.

The teacher has an essential role in helping students to improve their vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems, and teachers have not recognized the tremendous importance of helping their students to develop an extensive vocabulary. As seen in the past, it is discovered that for a long time, English used teaching approaches such as Direct Method and Audiolingualism which emphasized the primary importance of teaching grammatical structures. Since the accent was on grammar, few words were introduced in such courses and most often, they were limited and related to the grammar structures taught.

The biggest problem in learning English vocabulary is that most students easily forget in learning new English vocabulary that they have learned and difficult to pronounce the word. In other words, they have problems memorizing the vocabulary they have learned. Problems related to the learning of vocabulary also encountered by the students at SMP N 3 SATU ATAP JENAWI. Based on preliminary observation conducted by the researcher, there were still many students difficult to acquire and learn new vocabulary in English.

In the implementation of the process of learning English, the researcher found that students in SMP N 3 SATU ATAP JENAWI, the school where the researcher conducts a research, obtained difficulty in achieving a basic competency. This happened since the students' mastery of English vocabulary is inadequate, therefore, it greatly interferes with the achievement of competencies stated in the curriculum. They often have difficulty in understanding the meaning of a word since their understanding in vocabulary is relatively inadequate that makes the process of achieving a basic competency will take longer.

However, to make the students to be engaged and have more understanding in the material given in the learning, English teacher of the seventh grade of SMP N 3 SATU ATAP JENAWI always provides them with

fun and enjoyable teaching vocabulary. The learning process of teaching vocabulary created by the English teacher was not boring and it can motivate students to learn the English vocabulary. One of the media used by the English teacher in teaching English vocabulary to the students is by using short story. It was evidence that by using this kind of media, the students were curious to learn new vocabulary of English as they want to know the meaning and the idea of the short story.

Observation in the classroom during the teaching and learning of vocabulary using short story by the teacher shows that the students were enjoying the learning process and they were having fun with searching some new vocabulary in the short stories and making discussion of the meaning of the new vocabularies in group. The teacher during this process only monitors and provides guidance to the students when they have difficulties in finding the meaning of the vocabulary. In this process, the students were allowed to open their dictionary or ask the teacher about the difficult vocabulary.

Short stories are the most suitable literary genre to use in English teaching due to its shortness, is supported by Collie and Slater (1991: 196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes. Pardede's (2011) study at Christian University of Indonesia revealed that the majority of English teachers training students basically found short stories interesting to use both as materials for self-enjoyment and of as components language skill classes. The findings denoted that only 0.37% of the responses went into "Disagree" criterion; and 18.4%, "Neutral". The other 81.5% went into the criteria of "Agree" and "Strongly Agree".

Based on the above reasons, this research is intended to describe the implementation of short story applied by the English teacher in teaching

vocabulary to the seventh grade students of SMP N 3 SATU ATAP JENAWI. Therefore, this research is entitled **“THE IMPLEMENTATION OF SHORT STORY IN TEACHING VOCABULARY AT THE SEVENTH GRADE OF SMP N 3 SATU ATAP JENAWI”**.

#### **B. Limitation of the Research**

Limiting research is intended for researcher to focus on the object and subject being studied. In this research, the researcher has limited the research on the implementation of short story used by the English teacher in teaching vocabulary for the seventh grade students of SMP N 3 SATU ATAP Jenawi. Besides, the research also describes the opinion of the seventh grade students on the implementation of short story by the English teacher in teaching vocabulary.

#### **C. Statement of the Problem**

Based on the background written above, the researcher proposes the following research problems :

1. How is the implemention of short story by the English teacher in teaching vocabulary for the seventh grade students at SMP N 3 SATU ATAP Jenawi?
2. What are the problems of the implementation of short story by the English teacher in teaching vocabulary for the seventh grade students at SMP N 3 SATU ATAP Jenawi?
3. What are the advantages and disadvantages of using short story in teaching vocabulary for the seventh grade students at SMP N 3 SATU ATAP Jenawi?

#### **D. Objective of the Research**

Based on the problem statements that has been formulated before, the research objectives as follows:

1. To describe the implementation of short story by the English teacher in teaching vocabulary for the seventh grades students at SMP N 3 SATU ATAP Jenawi.
2. To describe the problem of the implementation of short story by the English teacher in teaching vocabulary for the seventh grade students at SMP N 3 SATU ATAP Jenawi.
3. To describe the advantages and disadvantages of the use of short story in teaching vocabulary for the seventh grade students at SMP N 3 SATU ATAP Jenawi.

#### **E. Significance of the Research**

From this research, there are two kinds of significances can be taken into consideration, theoretical and practical significances. They are as follows:

##### **1. Theoretical Significance**

Theoretically, it is expected that the result of this research paper can be used as the reference related to the implementation of short story for teaching vocabulary at Junior High School level.

##### **2. Practical Significance**

- a. The result of this research is expected to give some additional information to the teacher regardless the implementation of short story in teaching vocabulary for the seventh grade students at Junior High School and can be used as alternative teaching vocabulary.
- b. This research is expected to give extensive knowledge, particularly on the implementation of short story in teaching vocabulary for Junior High School level.

#### **F. Research Paper Organization**

This research paper is organized into several chapters in order to make it easier to understand the contents of this research, the content of the research is divided into five chapters as follows :

Chapter I is introduction. It concerns with background of the research, problem statement, objective of the research, limitation of the research, significance of the research, and research paper organization.

Chapter II is review of related literature. This chapter discusses literature review and previous study. Literature review explains theories related to this research such as Definition of Vocabulary, Types of Vocabulary, Teaching Vocabulary, Aspects of Teaching Vocabulary, Definition of Media, Teaching Vocabulary Using Short Story. Meanwhile, previous researches consist of similar studies.

Chapter III is research method. This chapter presents type of the study, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and the last is data validity.

Chapter IV is research finding and discussion. The researcher describes the implementation of short story by the English teacher in teaching vocabulary to the seventh grade students of SMP N SATU ATAP Jenawi, the problems arise during the process, the advantages as well disadvantages of the use of short story in teaching vocabulary for the junior level.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of this study and purposes the suggestion for future studies.